



Curriculum Map

<b>History</b>	<b>Understanding the world: People and Communities</b>
<b>Foundation Stage 1</b>	<i>Children remember and talk about significant events in their own experience.</i>
<b>Foundation Stage 2</b>	<i>Children talk about the past and present events in their own lives and in the lives of family members. Children know about similarities and differences between themselves and others, and among families, communities and traditions.</i>

<b>History</b>	<b>Areas of study</b>	<b>Chronological understanding</b>	<b>Knowledge and understanding of events, people and changes in the past.</b>	<b>Historical interpretation</b>	<b>Historical enquiry</b>	<b>Organisation and communication</b>
<b>Year 1</b>	<p><i>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</i></p> <p><i>Events beyond living memory that are significant nationally or globally.</i></p> <p><i>The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.</i></p> <p><i>Significant historical events, people and places in their own locality.</i></p>	<p><i>Understand the difference between things that happened in the past and the present.</i></p> <p><i>Describe things that happened to themselves and other people in the past.</i></p> <p><i>Order a set of events or objects</i></p> <p><i>Use a timeline to place important events.</i></p> <p><i>Use words and phrases such as: now, yesterday, last week, when I was younger, a long time ago, a very long time ago, before I was born. When my parents/carers were young.</i></p>	<p><i>Recall some facts about people/events before living memory</i></p> <p><i>Say why people may have acted the way they did.</i></p>	<p><i>Look at books, videos, photographs, pictures and artefacts to find out about the past.</i></p>	<p><i>Identify different ways in which the past is represented</i></p> <p><i>Explore events, look at pictures and ask questions i.e. "Which things are old and which are new?" or "What were people doing?"</i></p> <p><i>Look at objects from the past and ask questions i.e. "What were they used for?" and try to answer.</i></p>	<p><i>Sort events or objects into groups (i.e. then and now.)</i></p> <p><i>Use timelines to order events or objects.</i></p> <p><i>Tell stories about the past.</i></p> <p><i>Talk, write and draw about things from the past.</i></p>
<b>Year 2</b>	<p><i>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</i></p> <p><i>Events beyond living memory that are significant nationally or globally.</i></p>	<p><i>Understand and use the words past and present when telling others about an event.</i></p> <p><i>Recount changes in my own life over time.</i></p> <p><i>Understand how to put people, events and objects in order of</i></p>	<p><i>Use information to describe the past.</i></p> <p><i>Describe the differences between then and now.</i></p> <p><i>Look at evidence to give and explain reasons why people in the past may have acted in the way they did.</i></p>	<p><i>Look at and use books and pictures, stories, eye witness accounts, pictures, photographs, artefacts, historic buildings, museums, galleries, historical sites and the internet to find out about the past</i></p>	<p><i>Identify different ways in which the past is represented.</i></p> <p><i>Ask questions about the past.</i></p> <p><i>Use a wide range of information to answer questions.</i></p>	<p><i>Describe objects, people or events in history.</i></p> <p><i>Use timelines to order events or objects or place significant people.</i></p> <p><i>Communicate ideas about people, objects or events from the past in speaking, writing,</i></p>

	<p>The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.</p> <p>Significant historical events, people and places in their own locality</p>	<p>when they happened, using a scale the teacher has given me.</p> <p>Use a timeline to place important events.</p>	<p>Recount the main events from a significant event in history.</p>			<p>drawing, role-play, storytelling and using ICT.</p>
<b>Year 3</b>	<p>Changes in Britain from the Stone Age to the Iron Age</p> <p>The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt.</p> <p>The Roman Empire and its impact on Britain.</p> <p><u>Links should be made between the area of study and local history.</u></p>	<p>Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini)</p> <p>Use a timeline to place historical events in chronological order.</p> <p>Describe dates of and order significant events from the period studied.</p>	<p>Use evidence to describe the culture and leisure activities from the past.</p> <p>Use evidence to describe the clothes, way of life and actions of people in the past.</p> <p>Use evidence to describe buildings and their uses of people from the past</p>	<p>Explore the idea that there are different accounts of history.</p>	<p>Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites as evidence about the past.</p> <p>Ask questions and find answers about the past.</p>	<p>Communicate ideas about the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.</p>
<b>Year 4</b>	<p>Ancient Greece – a study of Greek life and achievements and their influence on the western world</p> <p>Britain’s settlement by Anglo-Saxons and Scots</p> <p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <p><u>Links should be made between the area of study and local history.</u></p>	<p>Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini)</p> <p>Order significant events and dates on a timeline.</p> <p>Describe the main changes in a period in history.</p>	<p>Use evidence to describe what was important to people from the past.</p> <p>Use evidence to show how the lives of rich and poor people from the past differed.</p> <p>Describe similarities and differences between people, events and artefacts studied.</p> <p>Describe how some of the things I have studied from the past affect/influence life today</p>	<p>Look at different versions of the same event in history and identify differences.</p> <p>Know that people in the past represent events or ideas in a way that persuades others.</p>	<p>Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums or galleries and visits to sites to collect evidence about the past.</p> <p>Ask questions and find answers about the past.</p>	<p>Communicate ideas about from the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.</p>
<b>Year 5</b>	<p>A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066. Including an in-depth study of the following:</p> <p>The Tudors 1435-1603</p> <p>The Georgians 1714-1830</p> <p>The American Revolution 1765-1783</p>	<p>Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini)</p> <p>Order significant events, movements and dates on a timeline.</p> <p>Describe the main changes in a period in history.</p>	<p>Choose reliable sources of information to find out about the past.</p> <p>Give own reasons why changes may have occurred, backed up by evidence.</p> <p>Describe similarities and differences between some people, events and artefacts studied</p>	<p>Understand that some evidence from the past is propaganda, opinion or misinformation, and that this affects interpretations of history.</p> <p>Give reasons why there may be different accounts of history.</p> <p>Evaluate evidence to choose the most reliable forms</p>	<p>Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past.</p> <p>Choose reliable sources of evidence to answer questions, realising that there is often not a</p>	<p>Communicate ideas about from the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.</p> <p>Plan and present a self-directed project or research about the studied period.</p>

	<u>Links should be made between the area of study and local history.</u>		Describe how historical events studied affect/influence life today.  Make links between some of the features of past societies. (e.g. religion, houses, society, technology.)		single answer to historical questions.  Investigate own lines of enquiry by posing questions to answer.	
<b>Year 6</b>	<p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. Including an in-depth study of the following:</p> <p>The Victorians 1837-1901</p> <p>The Great War 1914-1918</p> <p>World War Two and The Holocaust 1939-1945.</p> <p>A non-European society that provides contrasts with British history – a study of early Islamic civilization, including a study of Baghdad c. AD 900;[Covered through Religious Education]</p> <p><u>Where links should be made between the area of study and local history.</u></p>	<p>Order significant events, movements and dates on a timeline.</p> <p>Identify and compare changes within and across different periods.</p> <p>Understand how some historical events occurred concurrently in different locations i.e. Ancient Egypt and Prehistoric Britain.</p>	<p>Choose reliable sources of information to find out about the past.</p> <p>Give reasons why changes may have occurred, backed up by evidence.</p> <p>Describe similarities and differences between some people, events and artefacts studied.</p> <p>Describe how some of the things studied from the past affect/influence life today.</p> <p>Make links between some of the features of past societies. (e.g. religion, houses, society, technology.)</p>	<p>Evaluate evidence to choose the most reliable forms.</p> <p>Know that people both in the past have a point of view and that this can affect interpretation.</p> <p>Give clear reasons why there may be different accounts of history, linking this to factual understanding of the past</p>	<p>Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past.</p> <p>Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions.</p> <p>Investigate own lines of enquiry by posing questions to answer.</p>	<p>Communicate ideas about from the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.</p> <p>Plan and present a self-directed project or research about the studied period.</p>